TACTILE DISCRIMINATION.

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CHILD STUDY CENTER

UNIVERSITY OF OKLAHOMA HEALTH SCIENCES CENTER
DEAF-BLIND PROGRAM
South Central Region for Services to Deaf-Blind Children
OEG-0-9-536003-4093(609)

TACTILE DISCRIMINATION

DEFINITION: The ability to identify and match objects by touching and feeling.

SUGGESTED PROGRAM IDEAS:

Basic Tactile Awareness:

1. Animal textures: teach textures by playing with chickens, turtles, rats, dogs, cats, birds, snakes, etc. Feel differences between whiskers, nails, tails, body, etc. Explore, feel, and discuss human hair, nails, skin, body parts.

2. Wet materials: Explore, match and contrast texture of mud, wet sand, finger paint, moist clay, water, milk, syrup, etc.

3. Dry elements: Explore, match and contrast texture of dry sand, dirt, pebbles, rocks, cement, brick, wood, cloth, rough and smooth paper, etc.

4. Clothing textures: Explore, match and contrast and label differences in velvet, furs, satin, silk, wool, cotton, nylon, etc. Make books from different types of cloth; bean bags.

5. Food discrimination: Explore, match and contrast tactually the texture, size and shape differences of apples, oranges, bananas, pears, potatoes, tomatoes, grapes, etc.

6. Geometric form discrimination: Explore differences between wooden geometric forms.

7. Symbol exploration: Feel differences between wooden, sandpaper, Braille letters and numerals.

Tactile Matching and Discrimination:

1. Common objects: Teach tactual differences between common objects: spoon, knife, fork, glass, ball, shoe, nail, tack, coin, string, etc.

2. Gradations: Teach tactual gradations of fine to rough sandpaper, long and short sticks, light and heavy objects (wood blocks, marbles, etc.) big and little forms (squares, circles, triangles).

3. Body localization: Teach child to duplicate teacher stimulation of pupil body areas such as touching points on head, face, soles of feet, hands and fingers held behind back, neck, etc.

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Instructional Materials:

1. Texture ball, #b750, Creative Playthings Princeton, N.J.
2. Kinesthetic Alphabet, #KA84, R.H. Stone Products, Box 414, Detroit, Michigan 48231
3. Graded Cylinder Sets with Knobs (weights), #AT620-AT623, Creative Playthings
4. Touch abc lower-case letters, Warrens' Educational Supplies, 1252 Sylvan Avenue, West Covina, California
5. Wonder Texture Box, #AA810, Creative Playthings
6. Fabric box of assorted materials
7. Large Geometric Solids, #39; Small Geometric Solids, #42 (Teaching aids), A. Daigger and Co.
8. Wood Lower-case Letters, #A561; Wood Numerals, #A562, Creative Playthings
9. Sandbox
10. Fingerpaint
11. Clay and crock
12. Cans and boxes of rocks, gravel, soils, etc.
13. Sandpaper-touch boards #35, 36, 37 (teaching aids), A. Daigger and Co.
14. The letter form board, Houghton Mifflin Company, Department 14, 110 Tremont Street, Boston

Related Programs:

1. Montessori Thermal Cylinders, #89, and Touch Boards (teaching aids), Daigger and Co., 159 West Kinzie Street, Chicago, Illinois 60610
2. Touch Alphabet-Object Boards, Touch Numbers Board, My Guide to Safety Tactile Materials, Touch Incorporated, P.O. Box 5385, Reno, Nevada
3. Programs developed to teach differentiation of tastes and smells
4. Montessori Program Adaptations
5. Letters are for Fun (A kinesthetic book), Touch Aids, C&E Krueger, 1790 S. Juniper Street, Escondido, California 92025

General References

1. Anderson, Robert P., "Physiologic Considerations in Learning: The Tactual Mode, Learning Disorders", Vol. 2 Jerome Hellmuth (ed), 1966; pp97-112, Special Child Publications, 71 Columbia Street, Seattle, Washington 98104
2. Montessori, Maria, "Sensory Education", Dr. Montessori's Own Handbook, 1965 pp 65-123, Schocken Books Inc., 67 Park Avenue, New York, N.Y. 10016

LONGVIEW AIM: Strengthen vocabulary through the use of tactile discrimination

IMMEDIATE AIM: Teach the concept of straight when it is used to describe the direct route of locomotion.

TECHNIQUES:

1. Have the child remove his shoes to intensify tactile stimuli.
2. Place a rope (10 feet long) on the floor extending from the wall toward the center of the room.
3. Have the child align his back to the wall, and place one foot on the rope.
4. Tell the child he is going to walk in a straight line by following the rope. The teacher will guide the child at first telling the child to keep one foot on the rope at all times.
5. After the child has walked the length of the rope in a straight line, have him to tell you what he has done in complete sentence form. (I walked in a straight line.)
6. Reinforcement.

Materials - 10 foot rope

ASSIGNMENT: This exercise can be done at home. Encourage the parents to strengthen both vocabulary and tactile skills.

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